



Music

Year 6

Term 3

Topic Compose it!

**Focus Form: Composition**

**National Curriculum Objectives:**

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

**Aspects:**

- Composition
- Instruments
- Improvisation
- Singing
- Notation
- History

**Dimensions:**

- Structure
- Pitch
- Rhythm
- Duration
- Timbre
- Texture
- Dynamics
- Tempo

**Prior Learning:**

Throughout all of the musical units children have explored the dimensions of music referred to in this unit.  
 Backbeats: This draws on knowledge of pulse, rhythm, ostinato, layering, tempo and duration (Year 3 Term 1, Year 4 Term 3, 5, Year 5 Term 3, 5)  
 Bass lines- Children have explored melody and accompaniment in Years 3 and 5  
 Chords- Children experimented with chords, harmony and discord in Year 5.  
 Melody- Children have used Glockenspiels to compose melodies in Year 3 and 5 learning the note names as they have progressed.

**Vocabulary:**

Beats  
 Backbeats  
 Pulse  
 Four on the Floor  
 Rhythm  
 Names of common drumming instruments e.g. kick, hi hat  
 Bass lines  
 Bards  
 Chords  
 Harmony

Discord  
 Composition  
 Tempo  
 Timbre  
 Texture  
 Structure  
 Pitch  
 Dynamics  
 Rhythm  
 Duration

**Knowledge:**

**Singing:** I know how to breath in the correct places when singing.  
**Pitch**  
 To know that a chord is a group of 2 or more notes which are played together- these can either be in harmony or discord.  
 To know the difference between a major and minor chord and how this can affect the feel of the piece.  
 To know how common melodies are created.  
 To know that a bass line is a series of low notes which accompanies the melody.  
**Composition and Performance**  
 To know the 4 parts of a modern popular music- backbeat, bass lines, chords and melody  
 To know the names of the common instruments used in creating backbeats  
**Musical Knowledge: Music Technology**  
 To know how to use an online beat box.

**Skills:**

**Singing:** To breath effectively when singing  
**Pitch**  
 To compose chords thinking about the mood of the music I wish to create  
 To compose a bass line using the understanding repeating melody.  
 To compose a melody based on common patterns  
**Composition and Performance (including rhythm, texture)**  
 To compose a backbeat using knowledge of pulse and rhythm  
 To structure and record a piece of music using all 4 parts which work together as whole. Plan this structure using graphical notation.  
 To evaluate and edit their own compositions and those of others.  
 To perform their finished composition.

**Musical History:**

- Modern Popular music - Fresh Prince of Bel Air.
- Berywam
- Eklips

**End Point:**

Children will create a composition in pairs with the 4 parts: Backbeat, Bass line, Chords and Melody using an online beat box. They will plan the structure of how these elements will be used to create a finished piece. They will then record, evaluate and edit until they have a final piece!

**Cross Curricular Links:**

**Sequence of Learning**

How do I use a beat box?  
 How do I create a backbeat?  
 What is the difference between a note and a chord?  
 How do I create a bass line?  
 How do I create a melody?  
 How do I order my piece?

